

AWARD Scope and Sequence K–3

	Kindergarten	Grade 1	Grade 2	Grade 3
Alphabet Knowledge				
Overall Goal: The child can recognize letters of the alphabet.				
The child can:				
- identify/name upper case and lower case letters of the alphabet fluently	●	●		
- recognize letters in his/her name	●	●		
- distinguish letters from words	●	●		
- identify letters in a word by pointing to one	●	●		
- know/sort letters in order	●	●		
Concepts About Print				
Overall Goal: The child can demonstrate some understanding about books and how they are read.				
The child understands:				
- that a book is for reading	●	●		
- that it is the print in the book that provides the message and conveys the meaning	●	●		
- the parts of a book: front cover, back cover, title, title page, table of contents	●	●		
- the directionality of reading: that you read a book from front to back; that you read the left page before the right page; that you read a page from left to right and from top to bottom	●	●		

Concepts About Print

Overall Goal: The child can demonstrate some understanding about books and how they are read.

	Kindergarten	Grade 1	Grade 2	Grade 3
- how and when to turn pages	●	●		
- where to start reading on a page	●	●		
- the concept of author and illustrator	●	●		
- that pictures are related to the print	●	●		
- how to follow along by pointing at words, matching spoken to printed words	●	●		
- the concept of space between words	●	●		
- the concept of words by pointing to one	●	●		
- how to read supplemental text (side bars, fact boxes, panels)	●	●		

Phonological/Phonemic Awareness

Overall Goal: The child can hear sounds in words.

The child demonstrates phonological awareness.
The child can:

- identify words in spoken sentences	●	●		
- identify/make oral rhymes	●	●		
- identify syllables/word length in spoken words	●	●	●	
- identify onsets and rimes	●	●	●	

The child demonstrates phonemic awareness.
The child can:

- recognize individual phonemes (sounds) in words	●	●		
- identify the same sound in different words	●	●		
- classify words with same/different sounds	●	●		
- blend separate phonemes (sounds) to:				
a. form a word	●	●		
b. stretch out sounds in a word	●	●		
- segment a word into separate sounds	●	●		
- delete a sound and recognize a new word	●	●		
- add a sound and say a new word	●	●		
- substitute a sound to make a new word	●	●		

Phonics

Overall Goal: The child can read and decode words.

	Kindergarten	Grade 1	Grade 2	Grade 3
The child recognizes that letters represent sounds and demonstrates this knowledge in reading, writing, spelling, and sorting activities. The child can:				
- recognize/match consonant sounds	●	●	●	●
- recognize/match vowel sounds	●	●	●	●
- recognize/match letter blends	●	●	●	
- recognize/match letter digraphs		●	●	
The child uses word family (rime) patterns as visual cues for reading and spelling words.	●	●	●	●
The child can segment (break apart) and blend (put together) word parts to read and spell words.	●	●	●	●
The child uses structural cues in words to read and spell words. The child can:				
- generate rhyming words		●	●	●
- identify base/root words			●	●
- identify prefixes and suffixes		●	●	●
- recognize word endings (-s, -ed, -ing)	●	●	●	●
- identify plurals	●	●	●	●
- recognize comparatives (-er, -est)		●	●	●
- identify contractions	●	●	●	●
- recognize possessives		●	●	●
- identify abbreviations		●	●	●
The child uses reading strategies flexibly when reading text.				
The child can:				
- use illustrations/graphic/visual cues to read text	●	●	●	●
- read words from left to right	●	●		
- read lines of text from top to bottom	●	●		
- point to words when reading	●	●	●	
- use illustrations and the first letter(s) to read text	●	●	●	
- use the first letter(s) and get mouth ready to say the sound	●	●		
- look for known words in a text	●	●	●	●
- predict the word and check to see if it makes sense	●	●	●	●
- read back in the text and try the word again	●	●	●	●

Phonics

Overall Goal: The child can read and decode words. (cont.)

	Kindergarten	Grade 1	Grade 2	Grade 3
- use the text pattern to read the text		●	●	
- look at the letter(s) at the end of the word to confirm the word		●		
- read on in the text and come back to the word and try to read it again		●	●	●
- sound out the word and blend the sounds together to make the word. Does the word make sense?	●	●	●	●
- use a known word to help read an unknown word, i.e. <i>some</i> looks like <i>come</i> except that it begins with an s	●	●	●	●
- break an unknown word into smaller parts. Say the smaller part that is already known and sound out the rest.		●	●	●
Does the word makes sense?		●	●	●
- break apart a compound word into its parts and blend the parts together to read the word			●	●
- break long words into syllables, read each syllable, and			●	●

Spelling

Overall Goal: The child can write and spell words.

The child can generalize sounds in words to spell dictated words.

The child spells known words correctly. The child can spell:

- high-frequency words appropriate for the grade	●	●	●	●
- personally significant words	●	●	●	●
- some content words of personal significance and/or related to the curriculum	●	●	●	●

The child can spell unknown words by using phonic strategies. The child can:

- represent known phonemes/sounds	●	●	●	●
- use word family patterns and vowel patterns	●	●	●	●
- break words into parts and spell each part		●	●	●
- represent the complete sounds in a word appropriate for the grade level:				
a. by the way it sounds	●	●	●	●
b. by using a combination of approximated spelling and conventional spelling	●	●	●	●

Spelling

Overall Goal: The child can write and spell words. (cont.)

	Kindergarten	Grade 1	Grade 2	Grade 3
The child consults a reference source to verify and clarify spelling. The child can:				
- use alphabetical order	●	●	●	●
- use the Word Wall, classroom word lists, word cards, and environmental print	●	●	●	●
- refer to the AWARD alphabet books, letter combination books, and word family books	●	●		
- use a personal dictionary	●	●	●	●
- use a picture dictionary or glossary appropriate to grade and level	●	●	●	●
- consult a dictionary appropriate to grade and level	●	●	●	●
- use a thesaurus				●

Vocabulary

Overall Goal: The child understands what words mean.

The child builds an active vocabulary. The child can:				
- build vocabulary informally through reading/writing/oral language/classroom experiences	●	●	●	●
- identify/sort words:				
a. into designated categories	●	●	●	●
b. into categories of their choosing	●	●	●	●
- understand and use concept/content vocabulary	●	●	●	●
- recognize high-frequency words	●	●	●	●
The child uses context clues in text to identify meanings. The child can:				
- refer to direct definitions stated in the text	●	●	●	●
- refer to definitions set off by typographical cues: dashes, commas, parentheses		●	●	●
- use illustrations to explain word meanings	●	●	●	●
- infer word meaning from sentence context	●	●	●	●
- select synonyms or antonyms to define or explain word meaning	●	●	●	●
- refer to author's use of simile and metaphor to explain word meaning		●	●	●

Vocabulary

Overall Goal: The child understands what words mean. (cont.)

	Kindergarten	Grade 1	Grade 2	Grade 3
The child understands that words can have more than one meaning. The child can:				
- identify more than one meaning for multiple meaning words (i.e. <i>run</i>)	●	●	●	●
- determine intended meaning for multiple-meaning words		●	●	●
- identify homophones	●	●	●	●
- understand/explain the meaning of idiomatic expressions		●	●	●
- interpret author use of figurative language (metaphor)			●	●
The child uses dictionaries and other word reference books to determine and clarify word meaning.				
The child can:				
- consult a personal dictionary/published dictionary	●	●	●	●
- use text glossaries in print and electronic sources	●	●	●	●
- use a thesaurus		●	●	●
- use a technology word reference/spell-check program		●	●	●
The child uses word parts to derive word meanings.				
The child can:				
- identify the words that make up compound words	●	●	●	●
- identify base/root words		●	●	●
- use prefixes/suffixes		●	●	●
- use word endings	●	●	●	●
- understand the meaning of expression (idiomatic, dialect, figurative)			●	●
- interpret author use of figurative language			●	●

Fluency

Overall Goal: The child can read smoothly and with expression.

The child demonstrates fluent oral reading for different purposes. The child can:

- fluently read aloud a favorite passage	●	●	●	●
- choral-read a text:				
a. in a whole group	●	●	●	●
b. by alternating reading parts	●	●	●	●
c. by echo-reading/whisper-reading	●	●	●	●
- reread a familiar text	●	●	●	●
- read a piece of his/her own writing	●	●	●	●
- perform a reader's theater script	●	●	●	●

Fluency

Overall Goal: The child can read smoothly and with expression. (cont.)

	Kindergarten	Grade 1	Grade 2	Grade 3
The child reads material orally with accuracy, fluency, expression, and a flow that sounds like everyday speech. The child can:				
- adjust reading rate for different purposes	●	●	●	●
- vary volume:				
a. for emphasis	●	●	●	●
b. for interest	●	●	●	●
- read text in meaningful chunks (phrases, lines, sentences, rhyme, and rhythm)	●	●	●	●
- adjust pitch:				
a. for emphasis	●	●	●	●
b. for dramatic effect	●	●	●	●
- vary expression:				
a. for interest	●	●	●	●
b. to convey author’s meaning	●	●	●	●
- use text punctuation/typographical cues to convey meaning	●	●	●	●
The child engages in silent reading/rereading of texts at an independent level. The child can:				
- reread for fluency (a familiar text)	●	●	●	●
- read a text at instructional/independent level	●	●	●	●
- engage in independent reading (books of own choosing)	●	●	●	●

Text Comprehension

Overall Goal: The child understands what is heard, read, and viewed.

The child draws on background knowledge. The child can:				
- activate prior knowledge	●	●	●	●
- develop/associate vocabulary concepts	●	●	●	●
- predict before/during reading	●	●	●	●
- modify predictions based on text information	●	●	●	●

Text Comprehension

Overall Goal: The child understands what is heard, read and viewed. (cont.)

	Kindergarten	Grade 1	Grade 2	Grade 3
The child processes text. The child can:				
- understand/set the reading purpose	●	●	●	●
- distinguish important from less important information			●	●
- sequence ideas/events/information	●	●	●	●
- summarize ideas/events/information	●	●	●	●
- compare/contrast ideas/information	●	●	●	●
- visualize ideas/events/information	●	●	●	●
- make inferences	●	●	●	●
- synthesize and retell information/concepts/ideas	●	●	●	●
- integrate new information with prior knowledge	●	●	●	●
The child asks and answers questions about text.				
The child can:				
- ask questions about text	●	●		
- answer questions about text	●	●	●	●
a. when answer is stated in a single place in the text	●	●	●	●
b. when answer is inferred (from two or more places in the text)		●	●	●
c. when answer is part of experience (and not stated in text)	●	●	●	●
The child thinks critically about text.				
The child can:				
- differentiate between reality and fantasy	●	●	●	●
- discriminate between fact/opinion; true/untrue information/facts; causes/effects		●	●	●
- draw conclusions about a text	●	●	●	●
- judge a text by reflecting on it	●	●	●	●
The child makes text connections. The child can:				
- make a personal response	●	●	●	●
- make connections to the text itself	●	●	●	●
- make connections between texts	●	●	●	●
The child reads texts in different genres (during shared, small group/guided reading, and independent reading). The child can:				
- read a read to/with narrative text	●	●	●	●
- read a narrative text	●	●	●	●
- read an informational text	●	●	●	●
- read a poem/rhyme/song text	●	●	●	●

Text Comprehension

Overall Goal: The child understands what is heard, read and viewed. (cont.)

	Kindergarten	Grade 1	Grade 2	Grade 3
- read a play text	●	●	●	●
- reread for fluency (a familiar text); recognize fluent oral reading	●	●	●	●
- engage in independent reading (books of own choosing)	●	●	●	●
The child identifies the features and patterns of texts in different genres. The child can:				
- recognize story structure in narrative text	●	●	●	●
- identify features/patterns of narrative text types	●	●	●	●
- identify features/patterns of informational text types	●	●	●	●
- identify features/patterns of poetry/song text types		●	●	●
- identify features/patterns of play text types		●	●	●
The child understands literary elements. The child can:				
- identify/infer the theme/moral message of a text		●	●	●
- identify simile/metaphor	●	●	●	●
- recognize point of view	●	●	●	●
- identify conflict			●	●
- recognize alliteration/onomatopoeia	●	●	●	●
The child uses text access features to read informational texts. The child can:				
- distinguish main text from supplemental text	●	●	●	●
- use table of contents/headings/subheadings	●	●	●	●
- interpret typeface/labels/captions	●	●	●	●
- read photographs/drawings/graphs/diagrams	●	●	●	●
- read maps	●	●	●	●
- use index/glossary	●	●	●	●
- read supplemental text (side bars/fact boxes/panels)	●	●	●	●
The child monitors comprehension and uses fix-up strategies to resolve problems in comprehension. The child can:				
- identify where the difficulty occurs	●	●	●	●
- identify what the difficulty is	●	●	●	●
- restate a difficult sentence or part of text in own words	●	●	●	●
- read back/read on in the text to solve difficulty	●	●	●	●

Research and Inquiry

Overall Goal: The child engages in personal inquiry, research, and investigation.

	Kindergarten	Grade 1	Grade 2	Grade 3
The child gathers and locates information. The child can:				
- identify a research purpose, question, topic, or focus	●	●	●	●
- use first-hand observation	●	●	●	●
- talk to an expert within/outside the school:				
a. in person			●	●
b. by telephone	●	●	●	●
c. by email		●	●	●
- use the scientific method	●	●	●	●
- consult print/electronic sources to find information	●	●	●	●
- view/read photos and illustrations	●	●	●	●
- use the internet	●	●	●	●
- consult an index and a glossary to find information	●	●	●	●
The child uses writing, visual representation, and/or oral language to communicate during and after the research process. The child can:				
- record information using:				
a. sticky notes	●	●	●	●
b. graphic organizers	●	●	●	●
c. daily observation notes		●	●	●
d. index cards			●	●
e. sketches/drawings	●	●	●	●
- organize information in:				
a. lists	●	●	●	●
b. outlines/headings	●	●	●	●
c. webs/diagrams	●	●	●	●
- write/record information in:				
a. sentences	●	●	●	●
b. fact sheets	●	●	●	●
c. booklets	●	●	●	●
d. posters		●	●	●
e. reports		●	●	●
f. web sites				●
g. charts and diagrams	●	●	●	●
h. frames and patterns	●	●	●	●
i. paragraphs			●	●
j. presentations with visual aids		●	●	●

Research and Inquiry

Overall Goal: The child engages in personal inquiry, research, and investigation. (cont.)

The child uses writing, visual representation, and/or oral language to communicate during and after the research process. The child can:

- recount the investigation process used
- explain what was learned
- share the results of the research

Kindergarten

Grade 1

Grade 2

Grade 3

Writing

Overall Goal: The child can write for different purposes.

The child participates in the stages of the writing process/creates a piece of writing. The child can:

- use prewriting strategies to get writing ideas and/or contribute ideas:

a. brainstorm ideas

b. make lists

c. talk to a partner or group

d. use graphic organizers

e. use writing frames/patterns

f. make pictures/drawings

g. role-play

h. research and take notes

- create a draft:

a. use sentence starters

b. imitate/innovate/expand a text pattern

c. use a text structure

d. elaborate details

e. use reference material

f. use attempted spellings with unknown words

- revise writing:

a. add/delete/substitute words and ideas

b. rearrange words and ideas

c. participate in self, peer, and teacher conferences

d. check facts in reference sources

Writing

Overall Goal: The child can write for different purposes. (cont.)

	Kindergarten	Grade 1	Grade 2	Grade 3
- edit writing:				
a. check spelling		●	●	●
b. participate in editing conferences		●	●	●
c. proofread for grammar/capital letters/punctuation		●	●	●
- publish writing:				
a. recopy or dictate		●	●	●
b. illustrate or add visuals to a finished piece	●	●	●	●
c. orally share/present the writing	●	●	●	●
d. print out a finished piece of writing with graphics		●	●	●
The child connects reading to writing by using text features, organizational patterns, and visual elements. The child can:				
- reconstruct text	●	●	●	
- create narrative texts	●	●	●	●
- create informational texts:				
a. expository	●	●	●	●
b. persuasive	●	●	●	●
- create poetic texts	●	●	●	●
- create descriptive texts		●	●	●
The child writes in a voice appropriate to the writing task. The child can:				
- use a personal voice	●	●	●	●
- use a voice appropriate to the text type		●	●	●
- use a voice appropriate to the point of view of the narrator			●	●
- use a voice to add authority in expository and persuasive texts			●	●
The child demonstrates an ability to group or order ideas in text. The child can:				
- order and classify ideas in a list or chart	●	●	●	●
- write ideas in:				
a. sentences	●	●	●	●
b. paragraphs			●	●
c. sections		●	●	●
- organize ideas under a title, heading, subheading, and topic sentence	●	●	●	●

Writing

Overall Goal: The child can write for different purposes. (cont.)

	Kindergarten	Grade 1	Grade 2	Grade 3
The child demonstrates sentence fluency. The child can:				
- complete a sentence				
- write:				
a. a simple sentence	●	●	●	●
b. a compound sentence			●	●
c. a complex sentence				●
- write/recognize:				
a. a statement sentence	●	●	●	●
b. a question sentence		●	●	●
c. an imperative sentence			●	●
d. an exclamatory sentence		●	●	●
- use sentence length/variety to achieve effect:				
a. vary sentence beginnings/sentence order		●	●	●
b. use repetition of words, phrases, and sentences	●	●	●	●
c. include dialogue in speech balloons/quotation marks	●	●	●	●
d. combine sentences			●	●
The child can use correct grammar, spelling, and punctuation conventions. The child can:				
- recognize/use:				
a. nouns	●	●	●	●
b. verbs	●	●	●	●
c. adjectives	●	●	●	●
d. adverbs	●	●	●	●
e. pronouns	●	●	●	●
f. prepositions			●	●
- recognize/use:				
a. a capital letter	●	●	●	●
b. a period	●	●	●	●
c. a question mark	●	●	●	●
d. an exclamation point	●	●	●	●
e. quotation marks	●	●	●	●
f. comma	●	●	●	●
The child can demonstrate correct penmanship.	●	●	●	●
The child writes by moving from left to right and from top to bottom.	●	●	●	●

Technology

Overall Goal: The child demonstrates proficiency in using computer technology as an interactive medium.

	Kindergarten	Grade 1	Grade 2	Grade 3
The child demonstrates an understanding of the nature and operations of computer technology. The child can:				
- use technology terminology appropriate to the task	●	●	●	●
- start/exit programs	●	●	●	●
- create/name/save files	●	●	●	●
- use/demonstrate proper keyboarding techniques	●	●	●	●
- operate the mouse	●	●	●	●
- drag/move objects and text	●	●	●	●
- use the "help" function	●	●	●	●
- follow optional paths on computer programs	●	●	●	●
- move forward/backward between pages	●	●	●	●
- produce documents at the computer	●	●	●	●
- use the printer function	●	●	●	●
The child uses technology to acquire and explore information and collaborate with others. The child can:				
- acquire text/audio/video/graphics information	●	●	●	●
- use software programs with audio/video/graphics to enhance learning experiences	●	●	●	●
- use pictorial/other menu prompts on CD-ROMs (to understand organization of information)	●	●	●	●
- search for information on the computer by:				
a. key word and subject	●	●	●	●
b. author and title			●	●
c. online catalogues			●	●
d. reference CD-ROMs				●
e. pre-selected bookmarks to access web pages				●
- gather information using email and online sources		●	●	●
- identify computer graphics and animations and explain how they contribute to meaning	●	●	●	●

Technology

Overall Goal: The child demonstrates proficiency in using computer technology as an interactive medium.

	Kindergarten	Grade 1	Grade 2	Grade 3
The child uses telecommunications to collaborate, interact, publish with peers and others. The child can:				
- create documents and projects (with support from teachers and others):				
a. a text using a computer template	●	●	●	●
b. a presentation (using drawing publication software)		●	●	●
c. a simple media work (picture book/commercial)				●
- use a word-processing program to prepare a publication/creative work	●	●	●	●
- begin to use word-processing skills (such as cut, copy, paste)		●	●	●
- use font attributes to enhance presentation (color, white space, graphics)	●	●	●	●
- sort/record information using:				
a. drawing tools			●	●
b. simple databases		●	●	●
- compose and respond to email		●	●	●

Oral Language

Overall Goal: The child can speak and listen.

The child uses oral language for different purposes and audiences. The child can:				
- brainstorm ideas	●	●	●	●
- ask/answer questions from (teacher/classmates/speaker)	●	●	●	●
- conduct a conversation on a topic	●	●	●	●
- share information/ideas/observations	●	●	●	●
- use props to support/clarify spoken information (charts, objects, pictures)	●	●	●	●
- tell/retell stories	●	●	●	●
- paraphrase/summarize information and ideas	●	●	●	●
- describe/recount real and imagined events	●	●	●	●
- compare information/experiences/ideas	●	●	●	●
- persuade others of an opinion or point of view	●	●	●	●
- develop telephone skills (answering/taking a message)	●	●	●	●
- take a survey	●	●	●	●
- conduct a poll/interview (in person, using emails)		●	●	●
- prepare an oral report	●	●	●	●

Oral Language

Overall Goal: The child can speak and listen.

	Kindergarten	Grade 1	Grade 2	Grade 3
The child follows and gives oral directions.				
The child can:				
- follow and give directions and instructions	●	●	●	●
- interpret and restate instructions for others when necessary	●	●	●	●
The child uses oral language to participate and communicate with others in pairs or small-group discussions and work. The child can:				
- participate/listen attentively in whole-group and small-group discussions	●	●	●	●
- stay on topic		●	●	●
- wait for turn to speak	●	●	●	●
- show respect for the ideas of others in the group	●	●	●	●
- work with others cooperatively to complete a group task		●	●	●
The child develops a listening and speaking vocabulary. The child can:				
- use words encountered in print and electronic texts in everyday speech/writing	●	●	●	●
- participate in word-play activities	●	●	●	●

Visual Literacy

Overall Goal: The child can interpret and create visual and media representations.

The child uses a variety of media and formats to communicate ideas effectively. The child can:				
- use cameras/camcorders to collect data	●	●	●	●
- use audio and video recorders to record information	●	●	●	●
- use storyboards to plan projects				●
- use graphic organizers to explain/communicate information:				
a. webs and maps	●	●	●	●
b. charts and grids	●	●	●	●
c. graphs	●	●	●	●
d. diagrams	●	●	●	●
e. wheels	●	●	●	●
f. sequence chains and timelines	●	●	●	●

Visual Literacy

Overall Goal: The child can interpret and create visual and media representations. (cont.)

	Kindergarten	Grade 1	Grade 2	Grade 3
- use drawing applications on a computer to create simple pictures		●	●	●
- use audio CDs/CD-ROMs to listen to a text and gather information	●	●	●	●
- use presentation technologies (overhead projector, computer screen, charts, video recorders, etc)	●	●	●	●
The child creates visual representations to convey and interpret ideas and information through non-print media. The child can:				
- express ideas and information through art:				
a. create constructions, models, dioramas, and mobiles	●	●	●	●
b. illustrate, draw, create paintings/collages	●	●	●	●
- express ideas and information through music:				
a. create background music, sound effects, and sound tapes,	●	●	●	●
b. sing/create songs and rhymes	●	●	●	●
- express ideas/information through drama:				
a. create puppet plays and make masks	●	●	●	●
b. engage in creative movement/dance	●	●	●	●
c. dramatize stories/scenes	●	●	●	●
d. give presentations with charts, diagrams, and models	●	●	●	●
e. prepare choral readings/reader's theater presentations	●	●	●	●
f. role-play/improvise	●	●	●	●
g. create skits, conversations/scenarios, and plays			●	●
- express ideas through multimedia projects [see Technology section of the scope and sequence]				
The child identifies, interprets, and appreciates an author or speaker's use of visuals in print and non-print texts. The child can:				
- identify main ideas/relevant details in visual representations	●	●	●	●
- compare/contrast visual, oral, and print information	●	●	●	●
- formulate personal responses to visual information	●	●	●	●
- appreciate the power/impact of visuals	●	●	●	●
- state how the visuals support the author's/speaker's message		●	●	●